

NEED ANALYSIS ON DEVELOPING TOURISM VLOG AS TEACHING MEDIA OF WRITING DESCRIPTIVE TEXT

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Abstract

There are many languages which are used as a means of communication by people all over the world. One of them is English which is an international language. Many students in Indonesia do not like English. They have difficulty in mastering writing English in learning it. This study was aimed to analyze the need of developing. In particular, this paper tries to explain the condition of students in learning and their ability to write descriptive texts. The method used in this study is Descriptive Qualitative, twenty students became participants. Data was collected through questionnaires distributed via Google form to students. The results showed that students had difficulty understanding the content of the material with the media provided by the teacher at school. The limited facilities available in schools make it difficult for teachers to develop interesting learning media, so that students who study descriptive texts are not optimal in understanding and the scores obtained are not satisfactory. At least some conclusions can be drawn from this research, namely: the assumption that English is a difficult subject to understand, the media offered is less attractive so that students have difficulty in writing English. In this study shown that Tourism Vlog need to be developed as teaching media of writing descriptive text is very helpful, joyful, interesting and avoid the boring students in learning English. The students can write a descriptive text in a good organization of text. Moreover, using tourism vlog to teach a descriptive text can help students to express their idea and build student's knowledge for new experience they got from tourism vlog. The researcher hopes that these findings provide some useful information that can be used by teachers and stakeholders to improve the quality of teaching and learning English.

Keywords: Tourism, Vlog, Descriptive text.

Abstrak

Ada banyak bahasa yang digunakan sebagai alat komunikasi oleh orang-orang di seluruh dunia. Salah satunya adalah bahasa Inggris yang merupakan bahasa internasional. Banyak siswa di Indonesia yang tidak menyukai bahasa Inggris. Mereka mengalami kesulitan dalam penguasaan menulis bahasa Inggris dalam mempelajarinya. Penelitian ini bertujuan untuk menganalisis kebutuhan pengembangan. Secara khusus, tulisan ini mencoba menjelaskan kondisi siswa dalam belajar dan kemampuannya dalam menulis teks deskriptif. Metode yang digunakan dalam penelitian ini adalah Deskriptif Kualitatif, dua puluh siswa menjadi partisipan. Pengumpulan data dilakukan melalui angket yang disebarluaskan melalui Google form kepada siswa. Hasil penelitian menunjukkan bahwa siswa mengalami kesulitan dalam memahami isi materi dengan media yang disediakan oleh guru di sekolah. Keterbatasan fasilitas yang tersedia di sekolah menyulitkan guru untuk mengembangkan media pembelajaran yang menarik, sehingga siswa yang mempelajari teks deskriptif tidak maksimal dalam pemahaman dan nilai yang diperoleh tidak memuaskan. Setidaknya dapat ditarik beberapa kesimpulan dari penelitian ini, yaitu: anggapan bahwa bahasa Inggris merupakan mata pelajaran yang sulit dipahami, media yang ditawarkan kurang menarik sehingga siswa mengalami kesulitan dalam menulis bahasa Inggris. Dalam penelitian ini ditunjukkan bahwa Vlog Pariwisata perlu dikembangkan sebagai media pengajaran menulis teks deskriptif yang sangat membantu, menyenangkan, menarik dan menghindari kebosanan siswa dalam belajar bahasa Inggris. Siswa dapat menulis teks deskriptif dalam organisasi teks yang baik. Selain itu, menggunakan vlog pariwisata untuk mengajarkan teks deskriptif dapat membantu siswa untuk mengekspresikan ide mereka dan membangun pengetahuan siswa untuk pengalaman baru yang mereka dapatkan dari vlog pariwisata. Peneliti berharap temuan ini memberikan beberapa informasi yang berguna yang dapat digunakan oleh guru dan pemangku kepentingan untuk meningkatkan kualitas belajar mengajar bahasa Inggris.

Kata Kunci : Pariwisata, Vlog, Deskriptif teks.

INTRODUCTION

English is one of international plural that need to be mastered to socialize. Including in Indonesia, we are as human being need to communicate and interact with other people. English has a great influence in all field, one of them is in education. Education is a conscious effort planned to realize the atmosphere of learning and learning process so that students are developing the potential for her to have a religious, spritual power of self-control, personality, intelligence, character, as well as the necessary skills for her, society, nation, and state actively. (UU No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional).

In education, English also strongly includes in students' materials that must be learned. Curriculum 2013 requires each level of education to teach English as a subject. In English learning process, students demanded to master some skills in English. They are listening, speaking, reading and writing. Writing is the most difficult skill for EFL learners to master, because there are several difficulties that students face, they are in generating and organizing ideas, and also in translating these ideas into readable text in paragraph. Writing extremely important because to inform the information, explain and describe something, to argue some problems, persuade and instruct, entertain, to analyze, review and comment everything in written form. Writing is not easy than other skills. Among the skills, writing is the most difficult skill to be learnt, because it needs hard thinking in producing words, sentences, and paragraph at the same time. As (Richard, Jack C and Willy A Renandya, 2002) said, "writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. One of the materials which is learned by the students is Descriptive text." Descriptive text is one of the functional texts which is challenging enough to be learnt by the students. Descriptive text is a text that describes the features of someone, something, or a certain (Richard, Jack C and Willy A Renandya, 2002). Descriptive text consists of introduction and description. Introduction is the part of paragraph that introduces the character, and description is the part of paragraph that describes the character. The students can use the simple present and adjective clause in writing descriptive text. In writing the descriptive text, students often find some difficulties. The students usually feel difficult to organize their ideas. Furthermore, many students made some mistakes and faced difficulties to build and develop their imagination.

Based on the statement above, teachers must be able to organize learning teaching activities. They have to master the materials, methods and also media to make the students understand and apply descriptive writing matters in practice. A good media can help the students in comprehending and mastering the lesson. (Barbeau, 2010) conducted research in teaching writing using video in YouTube. It helps the students appeal to digital natives, increase the students' awareness, reduce the gap between teacher and student, and the classroom become conducive. (Mayora, 2009) focused on using YouTube in writing classroom and she found that YouTube videos are effective in helping the students to write. (Flerk, B.K.B., Beckham, L.M., Sterns, J.L.& Hussey H.D, 2014) conducted research on YouTube in the English classroom and it provides how helpful tips and students perceptions. Oddone (2011) studied about using videos from YouTube and websites in the classroom. The use of video from YouTube can be considered as the audio-visual material which can be employed to teach other subjects through English with low-level learners. Anggraeni (2012) reported their study that the video helps the students enable to explore main ideas, organize ideas, choose of right words to create sentences and paragraph, produce grammatically correct sentences and use mechanic (punctuation and spelling) in writing. Farkhan and Ulya (2021) The use of digital media for learning in the current pandemic era is highly recommended. Especially in video-based learning such as YouTube, it can maximize learning activities. This study aims to determine the feasibility of YouTube video learning media for recount text material and explain how the stages of the media feasibility test and the responses shown by students and lecturers to YouTube video learning media.

Researchers are interested to developing vacation vlog as media of teaching descriptive text for student x SMK Ma'arif NU Doro. Because before doing the research, the researcher took an internship at the school as an English teacher in for class x for three months and made observations

there. From these observations, the researchers found the difficulties students to mastering descriptive material. Because, the media learning in there is not variative.

RESEARCH METHOD

This research used descriptive qualitative method. Qualitative method was chosen because this research aims to provide case insight on Need Analysis on Developing Tourism Vlog as Media of Teaching Descriptive Text. Qualitative data is the source of a broad and well-founded description, and contains an explanation of the processes that occur within the desired scope. In addition, qualitative data are more likely to guide researchers to make unexpected discoveries and to form new theoretical frameworks. This research uses the theory of Martin Joos. The researcher analyzed the student's need in developing vlog as teaching media of writing descriptive text.

FINDING AND DISCUSSION

1. The conditions of learning to write descriptive text

Data were collected through questioner with participants who were considered as students in English class and classroom observation. The table below is a display of data collected from the results of the questioner. questionnaire which became distributed to respondents, there had been nine questions that contain the attitudes, motivation, and relevance of students to learning media in SMK Ma'arif NU, specifically on descriptive textual content material provided.

Table 1.1 Student questionnaire table

Statements	Students' response
Writing in english is important for me	As many as 75% students indicated that they agreed with the statement above, the other 15% strongly agreed, while 10% preferred to be neutral writing in English.
I know some text material taught by teacher	from the high percentage of 5% strongly agree and 60% agree with knowing some of the texts that are taught at school, while 5% shows neutral on the statement above.
I know descriptive text well	5% of students strongly agree to know the descriptive text well at school when taught by the teacher. While 45% of students agree, and 50% of students are neutral about the descriptive material.
I like the way the teacher teaches in the classroom	15% of students chose to strongly agree with the way the teacher was in class, 50% of students chose to agree, and 35% chose neutral. Although most students like the teacher's way of teaching in the classroom, there are still some students who choose neutral.

I understand the way the teacher teaches in class	10% of students strongly agree with understanding the way the teacher teaches in class, while 40% chose agree and most students chose 50% neutral.
I like learning that uses audio-visual learning media	5% student chose strongly agree, and most students chose agree with percentage 65%, while 25% students chose neutral and 5% disagree.
I love watching videos on YouTube	5% students chose strongly agree, 60% students chose agree and 35% chose neutral.
I like learning descriptive text using YouTube	55% students agree, while 40% neutral and 5% students disagree.
I understand learning descriptive text using YouTube.	As much as 5% and 55% students understand learning descriptive text using YouTube, meanwhile 40% students neutral.

Based on the table the responses of statements in the questionnaire above, it could be concluded that learning media through YouTube video as teaching media writing of descriptive text material could be developed. The findings show that students need new alternatives in teaching English, especially in descriptive text material. In this case, the researcher would develop YouTube as a substitute medium for books that are usually used by students studying at school.

2. The descriptions of students need for Descriptive text Material

In this case, the researcher additionally distributed questionnaires to students concerning students' needs in the use of YouTube video as media descriptive material on students. Questionnaires were distributed to students of SMK Ma'arif NU There were 20 students who took the questionnaire. The questionnaire also contains a description column that was aimed for students to convey their needs for learning descriptive text in class.

Table 2. 1 Student questionnaire table

Questions	Book	Video	Power point	Instagram	Moodle
What media do teachers usually use in teaching writing skills?	85%	10%			5%

Based on table 2.1 the most students answer 85% teacher usually use book as media learning in the class, 10% students answer teacher using video as media. In here researcher try to find the differences between book, video-based and moodle students answer, and researcher can conclude that teacher in SMK Ma'arif NU using book as media teaching learning when the students come to school or usually called offline and teacher using video as media learning when students studied at home or online learning (daring), teacher share video in

WhatsApp group and students can access material in there. Teacher also using moodle as media learning in SMK Ma'arif NU. Moodle is apps media platform that made by school to teach students at home.

Table 2. 2 Student questionnaire table

Questions	Book	Video	Power point	Instagram	Moodle
What kind of learning media is suitable for you in understanding descriptive text material?	25%	75%			

Based on the table above, students were interested with video as descriptive media learning. Based on high percentage 75% students understanding and suitable with video as media learning. 25% students suitable using book as media learning. Students do not need more internet and students can save money for book that given from school. In the questionnaire, students also explained their reason for choosing video as media was more attractive and interesting.

Table 2. 3 Student questionnaire table

Questions	Disagree	Agree
Do you agree/disagree with the making of video as a descriptive text learning media?	15%	85%

Based on the table above, it means that student's interest in learning descriptive text using YouTube videos was very large. As many as 85% of students agreed that it was important for this research to develop vlog video media that was uploaded to the YouTube platform. Meanwhile, the remaining 15% of the response chose to disagree.

CONCLUSION

Based on the results of the research that was done by researcher, it could be concluded that development of YouTube video-based learning media on descriptive text in writing X TBSM 2 SMK Ma'arif NU Doro was a new thing and become an alternative media for teacher to be used as learning media. It shown that students need new media learning that make students understand and enjoyable. In addition, the responses shown by students were also very good in appreciating the use of YouTube videos in descriptive text learning.

SUGGESTION

- Based on the research that was done, the researcher gave suggestions to the readers as follows:
1. For teacher, the use of YouTube video learning media in descriptive text material can be a solution in teaching writing for students. Moreover, the content in the video in the form of vlog was very interesting to watch and made students interesting in learning descriptive text.

2. For other researchers, this research has limited time and energy in developing YouTube video learning media and the testing stages are not perfect. Therefore, it was hoped that it can be continued with a wider sample trial and adapted to other materials.
3. For the common readers, this study can be a references book which can improve the knowledge about writing teaching media of descriptive text material.

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